Emergency Medical Technician Evaluation Tool

2020 Curricular Materials Review

Idaho Health Professions and Public Safety (HPPS) Emergency Medical Technician Program Standards[[1]](#footnote-1)

**Publisher information**

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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard EMT.1.0: Preparatory

### Performance Standard EMT.1.1 Emergency Medical Services (EMS) Systems

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.1.1.1 Understand and define the EMS system relating to history, National Highway Traffic Safety Administration (NHTSA), access, education, and authorization to practice. |  |
| CTE EMT.1.1.2 Define and describe the roles, responsibilities, and professionalism of EMS personnel. |  |
| CTE EMT.1.1.3 Understand Quality Improvement. |  |
| CTE EMT.1.1.4 Understand and demonstrate patient safety during high-risk activities, how errors happen, and how to prevent errors. |  |

### Performance Standard EMT.1.2 Research

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.1.2.1 Define, describe, and demonstrate evidence-based decision-making. |  |
| CTE EMT.1.2.2 Define, describe, and demonstrate the impact of research on EMS care. |  |

### Performance Standard EMT.1.3 Workforce Safety and Wellness

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.1.3.1 Define, describe, and demonstrate standard safety precautions. |  |
| CTE EMT.1.3.2 Define, describe, and demonstrate Personal Protective Equipment (PPE). |  |
| CTE EMT.1.3.3 Define and describe stress management relating to types of stress reactions and dealing with death and dying. |  |
| CTE EMT.1.3.4 Define, describe, and demonstrate prevention of response or work related injuries. |  |
| CTE EMT.1.3.5 Define, describe, and demonstrate lifting and moving patients while practicing personal and patient safety precautions. |  |
| CTE EMT.1.3.6 Understand and describe diseases caused by each of the different types of pathogens and the methods of transmission. |  |
| CTE EMT.1.3.7 Understand and describe physical, mental, and emotional wellness principles. |  |

### Performance Standard EMT.1.4 Documentation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.1.4.1 Understand, describe, and demonstrate the correct principles of medical documentation and report writing. |  |
| CTE EMT.1.4.2 Understand, describe, and demonstrate recording patient findings. |  |

### Performance Standard EMT.1.5 EMS System Communication

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.1.5.1 Understand and describe the EMS communication system. |  |
| CTE EMT.1.5.2 Understand, describe, and demonstrate communication with other healthcare professionals. |  |
| CTE EMT.1.5.3 Understand, describe, and demonstrate team communication and dynamics. |  |
| CTE EMT.1.5.4 Understand and demonstrate communications regarding additional resources, transfer of patient care, and interaction within a team structure. |  |

### Performance Standard EMT.1.6 Therapeutic Communication

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.1.6.1 Understand, describe, and demonstrate principles of communicating with patients in a manner that achieves a positive relationship. |  |
| CTE EMT.1.6.2 Understand, describe, and demonstrate the communication process. |  |
| CTE EMT.1.6.3 Understand, describe, and demonstrate types of communication responses. |  |
| CTE EMT.1.6.4 Understand, describe, and demonstrate the development of patient rapport. |  |
| CTE EMT.1.6.5 Understand, describe, and demonstrate strategies for ascertaining information. |  |
| CTE EMT.1.6.6 Understand, describe, and demonstrate considerations for special interview situations. |  |

### Performance Standard EMT.1.7 Medical/Legal and Ethics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.1.7.1 Understand, describe, and demonstrate consent and refusal of care. |  |
| CTE EMT.1.7.2 Understand, describe, and demonstrate confidentiality. |  |
| CTE EMT.1.7.3 Understand, describe, and demonstrate knowledge of advanced directives. |  |
| CTE EMT.1.7.4 Understand and describe tort and criminal actions. |  |
| CTE EMT.1.7.5 Understand, describe, and demonstrate evidence preservation. |  |
| CTE EMT.1.7.6 Understand and describe statutory responsibilities. |  |
| CTE EMT.1.7.7 Understand and describe mandatory reporting. |  |
| CTE EMT.1.7.8 Understand and describe ethical principles and moral obligations. |  |
| CTE EMT.1.7.9 Complete the Idaho Physician’s Orders for Scope of Treatment Certification Course (POST). |  |
| CTE EMT.1.7.10 Understand and describe Idaho’s SafeHaven law. |  |

## Standard EMT.2.0: Anatomy and Physiology

### Performance Standard EMT.2.1 Anatomy and Body Functions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.2.1.1 Understand, describe, and demonstrate anatomical planes. |  |
| CTE EMT.2.1.2 Understand and describe standard anatomical terms. |  |
| CTE EMT.2.1.3 Understand, describe, and differentiate body systems. |  |

### Performance Standard EMT.2.2 Life Support Chain

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.2.2.1 Understand, describe, and demonstrate the fundamental elements of the life support chain. |  |
| CTE EMT.2.2.2 Understand and describe the issues impacting the fundamental elements of the life support chain. |  |

### Performance Standard EMT.2.3 Age Related Variations for Pediatrics and Geriatrics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.2.3.1 Consider age related variations in pediatric and geriatric patients. |  |

## Standard EMT.3.0: Medical Terminology

### Performance Standard EMT.3.1 Medical Terminology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.3.1.1 Define, describe, and demonstrate the use of prefixes. |  |
| CTE EMT.3.1.2 Define, describe, and demonstrate the use of root words. |  |
| CTE EMT.3.1.3 Define, describe, and demonstrate the use of suffixes. |  |
| CTE EMT.3.1.4 Define, describe, and demonstrate the use of combining forms. |  |

### Performance Standard EMT.3.2 Medical Terms

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.3.2.1 Define and describe medical terms associated with body structure. |  |
| CTE EMT.3.2.2 Define and describe medical terms associated with body systems. |  |
| CTE EMT.3.2.3 Define and describe medical terms associated with body direction or position. |  |

### Performance Standard EMT.3.3 Standard Medical Abbreviations and Acronyms

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.3.3.1 Define and describe standard medical abbreviations. |  |
| CTE EMT.3.3.2 Define and describe standard medical acronyms. |  |

## Standard EMT.4.0: Pathophysiology

### Performance Standard EMT.4.1 Composition of Ambient Air

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.1.1 Understand and describe the percentage of oxygen in ambient air. |  |
| CTE EMT.4.1.2 Understand and describe the percentage of nitrogen in ambient air. |  |
| CTE EMT.4.1.3 Understand and describe the percentage of carbon dioxide in ambient air. |  |
| CTE EMT.4.1.4 Understand and describe the fraction of inspired oxygen. |  |
| CTE EMT.4.1.5 Understand and describe the fraction of delivered oxygen. |  |

### Performance Standard EMT.4.2 Patency of the Airway

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.2.1 Understand, describe, and demonstrate anatomical considerations of a patent airway. |  |
| CTE EMT.4.2.2 Understand, describe, and identify airway obstructions. |  |

### Performance Standard EMT.4.3 Respiratory Compromise

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.3.1 Understand and describe impaired airway, respiration, or ventilation. |  |
| CTE EMT.4.3.2 Understand and describe changes in structure or function. |  |

### Performance Standard EMT.4.4 Alteration in Regulation of Respiration Due To Medical or Traumatic Conditions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.4.1 Understand and describe the role of chemoreceptors. |  |
| CTE EMT.4.4.2 Understand and describe the role of stretch receptors. |  |
| CTE EMT.4.4.3 Understand and describe the role of medulla rhythm centers. |  |
| CTE EMT.4.4.4 Understand and describe the effects of arterial carbon dioxide and oxygen content on respiration rate and depth. |  |
| CTE EMT.4.4.5 Understand and describe hypoxia caused by respiratory regulation disturbance. |  |

### Performance Standard EMT.4.5 Ventilation/Perfusion (V/Q) Ratio and Mismatch

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.5.1 Define the apex of the lung. |  |
| CTE EMT.4.5.2 Define the base of the lung. |  |
| CTE EMT.4.5.3 Understand and describe ventilation disturbance related to hypoxemia. |  |
| CTE EMT.4.5.4 Understand and describe perfusion disturbance related to hypoxemia. |  |

### Performance Standard EMT.4.6 Perfusion and Shock

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.6.1 Understand and describe the role of oxygen. |  |
| CTE EMT.4.6.2 Understand and describe the role of carbon dioxide. |  |
| CTE EMT.4.6.3 Understand and describe alveolar/capillary gas exchange. |  |
| CTE EMT.4.6.4 Understand and describe cell/capillary gas exchange. |  |
| CTE EMT.4.6.5 Understand and describe cell hypoxia related to oxygen transport disturbance. |  |
| CTE EMT.4.6.6 Understand and describe hypercarbia related to carbon dioxide transport disturbance. |  |
| CTE EMT.4.6.7 Understand and describe blood volume. |  |
| CTE EMT.4.6.8 Understand and describe myocardial effectiveness. |  |
| CTE EMT.4.6.9 Understand and describe the concept of systemic vascular resistance. |  |

### Performance Standard EMT.4.7 Microcirculation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.7.1 Understand and describe true capillaries. |  |
| CTE EMT.4.7.2 Understand and describe arteriole-venule shunt. |  |
| CTE EMT.4.7.3 Understand and describe influence on capillary. |  |

### Performance Standard EMT.4.8 Blood Pressure

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.8.1 Understand and describe cardiac output. |  |
| CTE EMT.4.8.2 Understand and describe systemic vascular resistance. |  |
| CTE EMT.4.8.3 Understand and describe the role of baroreceptors. |  |
| CTE EMT.4.8.4 Understand and describe the effects of changes in cardiac output on blood pressure. |  |
| CTE EMT.4.8.5 Understand and describe the effects of changes in systemic vascular resistance on blood pressure. |  |
| CTE EMT.4.8.6 Understand and describe the effects of changes of blood pressure on perfusion of cells. |  |

### Performance Standard EMT.4.9 Alteration of Cell Metabolism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.4.9.1 Understand and describe aerobic metabolism. |  |
| CTE EMT.4.9.2 Understand and describe anaerobic metabolism. |  |
| CTE EMT.4.9.3 Understand and describe the effects of inadequate perfusion on cells. |  |

## Standard EMT.5.0: Life Span Development

### Performance Standard EMT.5.1 Infancy

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.5.1.1 Understand and describe fundamental knowledge of life span and physiology in infancy. |  |
| CTE EMT.5.1.2 Understand and describe psychosocial development in infancy. |  |

### Performance Standard EMT.5.2 Toddler and Preschool

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.5.2.1 Understand and describe fundamental knowledge of lifespan and physiology in toddler and preschool-age children. |  |
| CTE EMT.5.2.2 Understand and describe and psychosocial development in toddler and preschool-age children. |  |

### Performance Standard EMT.5.3 School Age Children

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.5.3.1 Understand and describe fundamental knowledge of lifespan and physiology in school-age children. |  |
| CTE EMT.5.3.2 Understand and describe psychological development in school-age children. |  |

### Performance Standard EMT.5.4 Adolescence

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.5.4.1 Understand and describe fundamental knowledge of life span and physiology in adolescence. |  |
| CTE EMT.5.4.2 Understand and describe psychological development in adolescence. |  |

### Performance Standard EMT.5.5 Early Adulthood

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.5.5.1 Understand and describe fundamental knowledge of life span and physiology in early adulthood. |  |
| CTE EMT.5.5.2 Understand and describe psychological development in early adulthood. |  |

### Performance Standard EMT.5.6 Middle Adulthood

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.5.6.1 Understand and describe fundamental knowledge of life span and physiology in middle adulthood. |  |
| CTE EMT.5.6.2 Understand and describe psychological development in middle adulthood. |  |

### Performance Standard EMT.5.7 Late Adulthood

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.5.7.1 Understand and describe fundamental knowledge of life span and physiology in late adulthood. |  |
| CTE EMT.5.7.2 Understand and describe psychological development in late adulthood. |  |

## Standard EMT.6.0: Public Health

### Performance Standard EMT.6.1 Basic Principles of Public Health

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.6.1.1 Understand and describe the role of public health. |  |
| CTE EMT.6.1.2 Understand and describe public health laws, regulations, and guidelines. |  |
| CTE EMT.6.1.3 Understand and describe the EMS interface with public health. |  |

## Standard EMT.7.0: Pharmacology

### Performance Standard EMT.7.1 Principles of Pharmacology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.7.1.1 Understand and describe medication safety. |  |
| CTE EMT.7.1.2 Understand and describe the kinds of medications used in an emergency. |  |
| CTE EMT.7.1.3 Understand and describe basic medication terminology. |  |

### Performance Standard EMT.7.2 Medication Administration

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.7.2.1 Understand, describe, and demonstrate how to assist/administer medications to a patient. |  |
| CTE EMT.7.2.2 Understand, describe, and demonstrate medication self-administration. |  |
| CTE EMT.7.2.3 Understand, describe, and demonstrate medication peer administration. |  |

### Performance Standard EMT.7.3 Emergency Medications

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.7.3.1 Understand, describe, and demonstrate proper administration of specific medications used in an emergency. |  |

## Standard EMT.8.0: Airway Management, Respiration, and Artificial Ventilation

### Performance Standard EMT.8.1 Airway Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.8.1.1 Understand and describe the anatomy of the airway. |  |
| CTE EMT.8.1.2 Understand, describe, and demonstrate airway assessment. |  |
| CTE EMT.8.1.3 Understand, describe, and demonstrate techniques of assuring a patent airway. |  |
| CTE EMT.8.1.4 Consider age-related variations in pediatric and geriatric patients with regard to airway management. |  |

### Performance Standard EMT.8.2 Respiration

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.8.2.1 Understand and describe the anatomy of the respiratory system. |  |
| CTE EMT.8.2.2 Understand and describe the physiology of respiration. |  |
| CTE EMT.8.2.3 Understand and describe the pathophysiology of respiration. |  |
| CTE EMT.8.2.4 Understand, describe, and demonstrate assessment of adequate and inadequate ventilation. |  |
| CTE EMT.8.2.5 Understand, describe, and demonstrate management of adequate and inadequate respirations. |  |
| CTE EMT.8.2.6 Understand, describe, and demonstrate when and how to use appropriate supplemental oxygen therapy. |  |
| CTE EMT.8.2.7 Consider age-related variations in pediatric and geriatric patients with regard to respiration. |  |

### Performance Standard EMT.8.3 Artificial Ventilation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.8.3.1 Understand, describe, and demonstrate assessment of adequate and inadequate ventilation. |  |
| CTE EMT.8.3.2 Understand and describe oxygenation. |  |
| CTE EMT.8.3.3 Understand, describe, and demonstrate ventilation of an apneic patient. |  |
| CTE EMT.8.3.4 Understand, describe, and demonstrate management of adequate and inadequate ventilations. |  |
| CTE EMT.8.3.5 Understand, describe, and demonstrate differences between normal and positive pressure ventilation. |  |
| CTE EMT.8.3.6 Consider age-related variations in pediatric and geriatric patients with regard to artificial ventilation. |  |

## Standard EMT.9.0: Patient Assessment

### Performance Standard EMT.9.1 Scene Size-Up

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.9.1.1 Understand and describe the purposes and goals of performing scene safety on every EMS call. |  |
| CTE EMT.9.1.2 Understand, describe, and demonstrate management of a scene. |  |

### Performance Standard EMT.9.2 Primary Assessment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.9.2.1 Understand, describe, and demonstrate the main purpose of the primary assessment. |  |
| CTE EMT.9.2.2 List the components of the primary assessment. |  |
| CTE EMT.9.2.3 Understand and describe immediate life threats. |  |
| CTE EMT.9.2.4 Describe and demonstrate interventions necessary to preserve life. |  |
| CTE EMT.9.2.5 Understand, describe, and demonstrate the need for integration of treatment/procedures needed to preserve life recognizing the indications needed for airway, bleeding, perfusion and spinal immobilization, and so forth. |  |
| CTE EMT.9.2.6 Understand, describe, and demonstrate evaluating priority of patient care and transport. |  |

### Performance Standard EMT.9.3 History Taking

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.9.3.1 Understand, describe, and demonstrate the investigation of the chief complaint. |  |
| CTE EMT.9.3.2 Understand, describe, and demonstrate how to determine the mechanism of injury or nature of illness. |  |
| CTE EMT.9.3.3 Understand, describe, and demonstrate how to find and treat any associated signs and symptoms. |  |
| CTE EMT.9.3.4 Understand, describe, and demonstrate the components of a patient history. |  |
| CTE EMT.9.3.5 Understand, describe, and demonstrate the techniques of history taking. |  |
| CTE EMT.9.3.6 Understand, describe, and demonstrate the standardized approach to history taking. |  |
| CTE EMT.9.3.7 Understand, describe, and demonstrate history taking on sensitive topics. |  |
| CTE EMT.9.3.8 Consider age-related variations in pediatric and geriatric patients with regard to history taking. |  |

### Performance Standard EMT.9.4 Secondary Assessment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.9.4.1 Understand, describe, and demonstrate the performance of a rapid full body scan. |  |
| CTE EMT.9.4.2 Understand, describe, and demonstrate a focused assessment of pain. |  |
| CTE EMT.9.4.3 Understand, describe, and demonstrate assessment of vital signs. |  |
| CTE EMT.9.4.4 Understand, describe, and demonstrate techniques of physical examination. |  |
| CTE EMT.9.4.5 Consider age-related variations in pediatric and geriatric patients with regard to secondary assessment. |  |

### Performance Standard EMT.9.5 Monitoring Devices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.9.5.1 Understand, describe, and demonstrate pulse oximetry. |  |
| CTE EMT.9.5.2 Understand, describe, and demonstrate non-invasive blood pressure. |  |
| CTE EMT.9.5.3 Understand, describe, and demonstrate other monitoring devices. |  |

### Performance Standard EMT.9.6 Reassessment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.9.6.1 Understand, describe, and demonstrate how and when to reassess. |  |
| CTE EMT.9.6.2 Understand, describe, and demonstrate the identification and treatment of changes in the patient’s condition in a timely manner. |  |
| CTE EMT.9.6.3 Understand, describe, and demonstrate reassessment at regular intervals. |  |
| CTE EMT.9.6.4 Understand, describe, and demonstrate components of a reassessment. |  |
| CTE EMT.9.6.5 Understand, describe, and demonstrate the differentiation of reassessment compared to the baseline. |  |
| CTE EMT.9.6.6 Understand, describe, and demonstrate assessment of vital signs. |  |
| CTE EMT.9.6.7 Understand, describe, and demonstrate how to obtain a chief complaint. |  |
| CTE EMT.9.6.8 Understand, describe, and demonstrate appropriate interventions. |  |
| CTE EMT.9.6.9 Consider age-related variations in pediatric and geriatric patients with regard to reassessment. |  |

## Standard EMT.10.0: Medicine

### Performance Standard EMT.10.1 Medical Overview

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.1.1 Understand, describe, and demonstrate assessment findings. |  |
| CTE EMT.10.1.2 Understand, describe, and demonstrate major components of patient assessment. |  |

### Performance Standard EMT.10.2 Neurology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.2.1 Understand, describe, and demonstrate knowledge of the anatomy and functions of the brain, spinal cord, and cerebral blood vessels. |  |
| CTE EMT.10.2.2 Understand, describe, and demonstrate knowledge of altered mental status. |  |
| CTE EMT.10.2.3 Understand, describe, and demonstrate knowledge of stroke/ transient ischemic attack (TIA). |  |
| CTE EMT.10.2.4 Understand, describe, and demonstrate knowledge of seizures. |  |
| CTE EMT.10.2.5 Understand, describe, and demonstrate knowledge of headache. |  |
| CTE EMT.10.2.6 Understand, describe, and demonstrate transport decisions with regard to neurology. |  |
| CTE EMT.10.2.7 Understand, describe, and demonstrate communication and documentation with regard to neurology. |  |
| CTE EMT.10.2.8 Consider age-related variations in pediatric and geriatric patients with regard to neurology. |  |

### Performance Standard EMT.10.3 Abdominal and Gastrointestinal Disorders

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.3.1 Understand, describe, and demonstrate knowledge of anatomy of the organs of the abdominopelvic cavity. |  |
| CTE EMT.10.3.2 Understand, describe, and demonstrate knowledge of assessment and symptoms. |  |
| CTE EMT.10.3.3 Understand, describe, and demonstrate general management for patients with an acute abdomen. |  |
| CTE EMT.10.3.4 Understand, describe, and demonstrate knowledge of specific acute abdominal conditions. |  |
| CTE EMT.10.3.5 Understand, describe, and demonstrate knowledge of pediatric anatomy with regard to abdominal and gastrointestinal disorders. |  |
| CTE EMT.10.3.6 Understand, describe, and demonstrate communication and documentation with regard to abdominal and gastrointestinal disorders. |  |
| CTE EMT.10.3.7 Understand, describe, and demonstrate transport decisions with regard to abdominal and gastrointestinal disorders. |  |
| CTE EMT.10.3.8 Consider age-related variations in pediatric and geriatric patients with regard to abdominal and gastrointestinal disorders. |  |

### Performance Standard EMT.10.4 Immunology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.4.1 Understand, describe, and demonstrate knowledge of terms of immunology. |  |
| CTE EMT.10.4.2 Understand, describe, and demonstrate knowledge of basic immune system’s response to allergens. |  |
| CTE EMT.10.4.3 Understand, describe, and demonstrate knowledge of fundamental pathophysiology. |  |
| CTE EMT.10.4.4 Understand, describe, and demonstrate assessment findings for allergic reaction. |  |
| CTE EMT.10.4.5 Understand, describe, and demonstrate assessment findings for anaphylaxis. |  |
| CTE EMT.10.4.6 Understand, describe, and demonstrate general management with regard to immunology. |  |
| CTE EMT.10.4.7 Understand, describe, and demonstrate knowledge of epinephrine as treatment for allergic reactions. |  |
| CTE EMT.10.4.8 Understand, describe, and demonstrate communication and documentation with regard to immunology. |  |
| CTE EMT.10.4.9 Understand, describe, and demonstrate transport decisions with regard to immunology. |  |
| CTE EMT.10.4.10 Consider age-related variations in pediatric and geriatric patients with regard to immunology. |  |

### Performance Standard EMT.10.5 Infectious Diseases

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.5.1 Understand, describe, and demonstrate knowledge of infectious disease awareness. |  |
| CTE EMT.10.5.2 Understand, describe, and demonstrate knowledge of causes of infectious disease. |  |
| CTE EMT.10.5.3 Understand, describe, and demonstrate knowledge of body substance isolation (BSI), PPE, and cleaning and disposing of equipment and supplies. |  |
| CTE EMT.10.5.4 Understand, define, and demonstrate communication and documentation for a patient with a communicable or infectious disease. |  |
| CTE EMT.10.5.5 Understand, define, and demonstrate transport decision with regard to infectious disease. |  |
| CTE EMT.10.5.6 Understand, describe, and demonstrate knowledge of legal requirements for reporting with regard to infectious disease. |  |
| CTE EMT.10.5.7 Understand, describe, and demonstrate knowledge of required reporting with regard to infectious disease. |  |
| CTE EMT.10.5.8 Consider age-related variations in pediatric and geriatric patients with regard to infectious disease. |  |

### Performance Standard EMT.10.6 Endocrine Disorders

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.6.1 Understand, describe, and demonstrate knowledge of terms for endocrine disorders. |  |
| CTE EMT.10.6.2 Understand, describe, and demonstrate knowledge of diabetes. |  |
| CTE EMT.10.6.3 Understand, describe, and demonstrate communication and documentation with regard to endocrine disorders. |  |
| CTE EMT.10.6.4 Understand, describe, and demonstrate transport decisions with regard to endocrine disorders. |  |

### Performance Standard EMT.10.7 Psychiatrics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.7.1 Understand, describe, and demonstrate knowledge of psychiatrics. |  |
| CTE EMT.10.7.2 Understand, describe, and demonstrate knowledge of epidemiology of psychiatric disorders. |  |
| CTE EMT.10.7.3 Understand, describe, and demonstrate assessment finding with regard to psychiatrics. |  |
| CTE EMT.10.7.4 Understand, describe, and demonstrate knowledge of behavioral changes. |  |
| CTE EMT.10.7.5 Understand, describe, and demonstrate methods to calm behavioral emergency patients. |  |
| CTE EMT.10.7.6 Understand, describe, and demonstrate knowledge of psychiatric emergencies. |  |
| CTE EMT.10.7.7 Understand, describe, and demonstrate knowledge of emergency medical care with regard to psychiatrics. |  |
| CTE EMT.10.7.8 Understand, describe, and demonstrate knowledge of medical-legal considerations in psychiatric care. |  |
| CTE EMT.10.7.9 Consider age-related variations in pediatric and geriatric patients with regard to psychiatrics. |  |

### Performance Standard EMT.10.8 Cardiovascular

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.8.1 Understand, describe, and demonstrate knowledge of anatomy of the cardiovascular system. |  |
| CTE EMT.10.8.2 Understand, describe, and demonstrate knowledge of physiology. |  |
| CTE EMT.10.8.3 Understand, describe, and demonstrate knowledge of pathophysiology. |  |
| CTE EMT.10.8.4 Understand, describe, and demonstrate assessment findings related to the cardiovascular system. |  |
| CTE EMT.10.8.5 Understand, describe, and demonstrate knowledge of general management related to the cardiovascular system. |  |
| CTE EMT.10.8.6 Understand, describe, and demonstrate knowledge of specific cardiovascular emergencies. |  |
| CTE EMT.10.8.7 Understand, describe, and demonstrate knowledge of chest pain. |  |
| CTE EMT.10.8.8 Understand, describe, and demonstrate knowledge of cardiac arrest. |  |
| CTE EMT.10.8.9 Understand, describe, and demonstrate knowledge of pharmacological agents related to the cardiovascular system. |  |
| CTE EMT.10.8.10 Consider age-related variations in pediatric and geriatric patients with regard to cardiovascular care. |  |

### Performance Standard EMT.10.9 Immunology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.9.1 Understand, describe, and demonstrate knowledge of toxicology. |  |
| CTE EMT.10.9.2 Understand, describe, and demonstrate knowledge of poisoning by ingestion. |  |
| CTE EMT.10.9.3 Understand, describe, and demonstrate knowledge of poisoning by inhalation. |  |
| CTE EMT.10.9.4 Understand, describe, and demonstrate knowledge of poisoning by injection. |  |
| CTE EMT.10.9.5 Understand, describe, and demonstrate knowledge of poisoning by absorption. |  |
| CTE EMT.10.9.6 Understand, describe, and demonstrate knowledge of drugs of abuse. |  |
| CTE EMT.10.9.7 Understand, describe, and demonstrate knowledge of poisoning and exposures. |  |
| CTE EMT.10.9.8 Understand, describe, and demonstrate knowledge of carbon monoxide poisoning. |  |
| CTE EMT.10.9.9 Understand, describe, and demonstrate knowledge of poisoning by nerve agents. |  |
| CTE EMT.10.9.10 Understand, describe, and demonstrate knowledge of nerve agent antidote. |  |
| CTE EMT.10.9.11 Understand, describe, and demonstrate knowledge of medication overdose. |  |
| CTE EMT.10.9.12 Understand, describe, and demonstrate knowledge of general treatment modalities for poisonings. |  |
| CTE EMT.10.9.13 Understand, describe, and demonstrate communication and documentation for patients with toxicological emergencies. |  |
| CTE EMT.10.9.14 Understand, describe, and demonstrate transport decisions with regard to toxicology. |  |
| CTE EMT.10.9.15 Consider age-related variations in pediatric and geriatric patients with regard to toxicology. |  |

### Performance Standard EMT.10.10 Respiratory

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.10.1 Understand, describe, and demonstrate knowledge of the anatomy of the respiratory system. |  |
| CTE EMT.10.10.2 Understand, describe, and demonstrate knowledge of normal respiratory effort. |  |
| CTE EMT.10.10.3 Understand, describe, and demonstrate assessment findings, symptoms, and management for respiratory conditions. |  |
| CTE EMT.10.10.4 Understand, describe, and demonstrate knowledge of specific respiratory conditions. |  |
| CTE EMT.10.10.5 Understand, describe, and demonstrate knowledge of metered dose inhalers and small volume nebulizers. |  |
| CTE EMT.10.10.6 Understand, describe, and demonstrate communication and documentation for patients with respiratory emergencies. |  |
| CTE EMT.10.10.7 Understand, describe, and demonstrate transport decisions for patients with respiratory emergencies. |  |
| CTE EMT.10.10.8 Consider age-related variations in pediatric and geriatric patients for patients with respiratory emergencies. |  |

### Performance Standard EMT.10.11 Hematology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.11.1 Understand, describe, and demonstrate knowledge of anatomy and physiology. |  |
| CTE EMT.10.11.2 Understand, describe, and demonstrate knowledge of the pathophysiology of sickle cell. |  |
| CTE EMT.10.11.3 Understand, describe, and demonstrate knowledge of sickle cell crisis. |  |
| CTE EMT.10.11.4 Understand, describe, and demonstrate knowledge of clotting disorders. |  |
| CTE EMT.10.11.5 Consider age-related variations in pediatric and geriatric patients with regard to hematology. |  |

### Performance Standard EMT.10.12 Genitourinary/Renal

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.12.1 Understand, describe, and demonstrate knowledge of anatomy and physiology. |  |
| CTE EMT.10.12.2 Understand, describe, and demonstrate knowledge of pathophysiology with regard to the genitourinary/renal systems. |  |
| CTE EMT.10.12.3 Understand, describe, and demonstrate knowledge of dialysis. |  |
| CTE EMT.10.12.4 Understand, describe, and demonstrate management for a patient with a dialysis emergency. |  |
| CTE EMT.10.12.5 Understand, describe, and demonstrate knowledge of urinary catheter management. |  |
| CTE EMT.10.12.6 Understand, describe, and demonstrate communication and documentation with regard to the genitourinary/renal systems. |  |
| CTE EMT.10.12.7 Understand, describe, and demonstrate transport decisions for patients having genitourinary/renal emergencies. |  |
| CTE EMT.10.12.8 Consider age-related variations in pediatric and geriatric patients with regard to the genitourinary/renal systems. |  |

### Performance Standard EMT.10.13 Gynecology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.13.1 Understand, describe, and demonstrate knowledge of the terms for gynecology. |  |
| CTE EMT.10.13.2 Understand, describe, and demonstrate assessment findings with regard to gynecology. |  |
| CTE EMT.10.13.3 Understand, describe, and demonstrate knowledge of general management with regard to gynecology. |  |
| CTE EMT.10.13.4 Understand, describe, and demonstrate knowledge of specific gynecological emergencies. |  |
| CTE EMT.10.13.5 Understand, describe, and demonstrate knowledge and management of vaginal bleeding. |  |
| CTE EMT.10.13.6 Understand, describe, and demonstrate knowledge of communication and documentation with regard to gynecology. |  |
| CTE EMT.10.13.7 Understand, describe, and demonstrate transport decisions for patients with gynecology emergencies. |  |
| CTE EMT.10.13.8 Consider age-related variations in pediatric and geriatric patients with regard to gynecology. |  |

### Performance Standard EMT.10.14 Non-Traumatic Musculoskeletal Disorders

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.14.1 Understand, describe, and demonstrate knowledge of the term for anatomy and physiology. |  |
| CTE EMT.10.14.2 Understand, describe, and demonstrate knowledge of pathophysiology. Understand, describe, and demonstrate assessment findings with regard to non-traumatic musculoskeletal disorders. |  |
| CTE EMT.10.14.3 Understand, describe, and demonstrate assessment findings with regard to non-traumatic musculoskeletal disorders. |  |
| CTE EMT.10.14.4 Understand, describe, and demonstrate knowledge of general management with regard to non-traumatic musculoskeletal disorders. |  |
| CTE EMT.10.14.5 Consider age-related variations in pediatric and geriatric patients with regard to non-traumatic musculoskeletal disorders. |  |

### Performance Standard EMT.10.15 Diseases of the Eyes, Ears, Nose, and Throat

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.10.15.1 Understand, describe, and demonstrate knowledge and management of a nosebleed. |  |

## Standard EMT.11.0: Shock and Resuscitation

### Performance Standard EMT.11.1 Ethical Issues In Resuscitation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.1.1 Understand, describe, and demonstrate knowledge of withholding resuscitation attempts. |  |
| CTE EMT.11.1.2 Understand, describe, and demonstrate knowledge of providing emotional support for the family. |  |

### Performance Standard EMT.11.2 Anatomy and Physiology Review

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.2.1 Understand, describe, and demonstrate knowledge of the respiratory system. |  |
| CTE EMT.11.2.2 Understand, describe, and demonstrate knowledge of the cardiovascular system. |  |

### Performance Standard EMT.11.3 Respiratory Failure

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.3.1 Understand, describe, and demonstrate knowledge of pathophysiology. |  |
| CTE EMT.11.3.2 Understand, describe, and demonstrate assessment of respiratory failure. |  |
| CTE EMT.11.3.3 Understand, describe, and demonstrate treatment for respiratory failure. |  |

### Performance Standard EMT.11.4 Respiratory Arrest

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.4.1 Understand, describe, and demonstrate assessment of respiratory arrest. |  |
| CTE EMT.11.4.2 Understand, describe, and demonstrate knowledge of treatment of respiratory arrest. |  |

### Performance Standard EMT.11.5 Cardiac Arrest

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.5.1 Understand, describe, and demonstrate knowledge of pathophysiology. |  |
| CTE EMT.11.5.2 Understand, describe, and demonstrate knowledge of the general reasons for the heart to stop beating. |  |
| CTE EMT.11.5.3 Understand, describe, and demonstrate Cardio-Pulmonary resuscitation (Current ECC Guidelines). |  |

### Performance Standard EMT.11.6 Resuscitation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.6.1 Understand, describe, and demonstrate knowledge of system components to maximize survival. |  |
| CTE EMT.11.6.2 Understand, describe, and demonstrate basic cardiac life support. |  |
| CTE EMT.11.6.3 Understand, describe, and demonstrate airway control and ventilation. |  |
| CTE EMT.11.6.4 Understand, describe, and demonstrate chest compressions. |  |

### Performance Standard EMT.11.7 Automated External Defibrillation (AED)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.7.1 Understand, describe, and demonstrate adult AED use. |  |
| CTE EMT.11.7.2 Understand, describe, and demonstrate child AED use. |  |
| CTE EMT.11.7.3 Understand, describe, and demonstrate infant AED use. |  |
| CTE EMT.11.7.4 Understand, describe, and demonstrate special AED situations. |  |

### Performance Standard EMT.11.8 Shock (Poor Perfusion)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.11.8.1 Understand, describe, and demonstrate knowledge of shock. |  |
| CTE EMT.11.8.2 Understand, describe, and demonstrate knowledge of anatomy and physiology. |  |
| CTE EMT.11.8.3 Understand, describe, and demonstrate knowledge of disruptions that cause shock. |  |
| CTE EMT.11.8.4 Understand, describe, and demonstrate knowledge of the categories of shock. |  |
| CTE EMT.11.8.5 Understand, describe, and demonstrate knowledge of signs and symptoms of shock. |  |
| CTE EMT.11.8.6 Understand, describe, and demonstrate knowledge of shock due to fluid loss. |  |
| CTE EMT.11.8.7 Understand, describe, and demonstrate knowledge of shock due to pump failure. |  |
| CTE EMT.11.8.8 Understand, describe, and demonstrate knowledge of shock due to container failure. |  |
| CTE EMT.11.8.9 Understand, describe, and demonstrate patient assessment and management with regard to shock. |  |
| CTE EMT.11.8.10 Consider age-related variations in pediatric and geriatric patients with regard to shock. |  |

## Standard EMT.12.0: Trauma

### Performance Standard EMT.12.1 Trauma Overview

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.1.1 Understand, describe, and demonstrate knowledge of identification and categorization of trauma patients. |  |
| CTE EMT.12.1.2 Understand, describe, and demonstrate knowledge of pathophysiology of a trauma patient. |  |
| CTE EMT.12.1.3 Understand, describe, and demonstrate assessment and management of the trauma patient. |  |

### Performance Standard EMT.12.2 Bleeding

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.2.1 Understand, describe, and demonstrate knowledge of pathophysiology. |  |
| CTE EMT.12.2.2 Understand, describe, and demonstrate general assessment and management with regard to bleeding. |  |

### Performance Standard EMT.12.3 Chest Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.3.1 Understand, describe, and demonstrate knowledge of incidence of chest trauma. |  |
| CTE EMT.12.3.2 Understand, describe, and demonstrate knowledge of mechanism of injury for chest trauma. |  |
| CTE EMT.12.3.3 Understand, describe, and demonstrate knowledge of anatomy of the chest. |  |
| CTE EMT.12.3.4 Understand, describe, and demonstrate knowledge of physiology of chest trauma. |  |
| CTE EMT.12.3.5 Understand, describe, and demonstrate knowledge of pathophysiology of chest trauma. |  |
| CTE EMT.12.3.6 Understand, describe, and demonstrate general assessment findings with regard to chest trauma. |  |
| CTE EMT.12.3.7 Understand, describe, and demonstrate general management for chest trauma. |  |
| CTE EMT.12.3.8 Understand, describe, and demonstrate knowledge of blunt trauma or closed chest injury. |  |
| CTE EMT.12.3.9 Understand, describe, and demonstrate knowledge of open chest injury. |  |
| CTE EMT.12.3.10 Consider age-related variations in pediatric and geriatric patients with regard to chest trauma. |  |

### Performance Standard EMT.12.4 Abdominal and Genitourinary Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.4.1 Understand, describe, and demonstrate knowledge of the incidence of morbidity and mortality. |  |
| CTE EMT.12.4.2 Understand, describe, and demonstrate knowledge of treatment of respiratory arrest. |  |
| CTE EMT.12.4.3 Understand, describe, and demonstrate knowledge of physiology. |  |
| CTE EMT.12.4.4 Understand, describe, and demonstrate the knowledge of causes of abdominal trauma. |  |
| CTE EMT.12.4.5 Understand, describe, and demonstrate management of specific injuries. |  |
| CTE EMT.12.4.6 Understand, describe, and demonstrate general assessment and management. |  |
| CTE EMT.12.4.7 Understand, describe, and demonstrate knowledge of special considerations of abdominal or genitourinary trauma. |  |
| CTE EMT.12.4.8 Consider age-related variations in pediatric and geriatric patients with regard to abdominal and genitourinary trauma. |  |

### Performance Standard EMT.12.5 Orthopedic Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.5.1 Understand, describe, and demonstrate knowledge of the incidence of morbidity and mortality, and mechanism of injury with pediatrics and geriatrics. |  |
| CTE EMT.12.5.2 Understand, describe, and demonstrate knowledge of anatomy with regard to orthopedic trauma. |  |
| CTE EMT.12.5.3 Understand, describe, and demonstrate knowledge of physiology with regard to orthopedic trauma. |  |
| CTE EMT.12.5.4 Understand, describe, and demonstrate knowledge of mechanism of injury with regard to orthopedic trauma. |  |
| CTE EMT.12.5.5 Understand, describe, and demonstrate knowledge of complications due to orthopedic trauma. |  |
| CTE EMT.12.5.6 Understand, describe, and demonstrate knowledge of fractures. |  |
| CTE EMT.12.5.7 Understand, describe, and demonstrate knowledge of dislocations. |  |
| CTE EMT.12.5.8 Understand, describe, and demonstrate knowledge of sprains and strains. |  |
| CTE EMT.12.5.9 Understand, describe, and demonstrate knowledge of pelvic fractures. |  |
| CTE EMT.12.5.10 Understand, describe, and demonstrate knowledge of general assessment and management with regard to orthopedic trauma. |  |
| CTE EMT.12.5.11 Understand, describe, and demonstrate knowledge of specific injuries. |  |
| CTE EMT.12.5.12 Understand, describe, and demonstrate knowledge of types of splints. |  |
| CTE EMT.12.5.13 Consider age-related variations in pediatric and geriatric patients with regard to orthopedic trauma. |  |

### Performance Standard EMT.12.6 Soft Tissue Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.6.1 Understand, describe, and demonstrate knowledge of incidence of soft tissue injury. |  |
| CTE EMT.12.6.2 Understand, describe, and demonstrate knowledge of anatomy and physiology of soft tissue injury. |  |
| CTE EMT.12.6.3 Understand, describe, and demonstrate knowledge of closed soft tissue injury. |  |
| CTE EMT.12.6.4 Understand, describe, and demonstrate knowledge of open soft tissue injury. |  |
| CTE EMT.12.6.5 Understand, describe, and demonstrate knowledge of foreign body in the eye. |  |
| CTE EMT.12.6.6 Understand, describe, and demonstrate general assessment and management. |  |
| CTE EMT.12.6.7 Understand, describe, and demonstrate knowledge of incidence of burn injuries. |  |
| CTE EMT.12.6.8 Understand, describe, and demonstrate knowledge of anatomy and physiology of burns. |  |
| CTE EMT.12.6.9 Understand, describe, and demonstrate knowledge of complications of burn injuries. |  |
| CTE EMT.12.6.10 Understand, describe, and demonstrate general assessment and management of burn injuries. |  |
| CTE EMT.12.6.11 Understand, describe, and demonstrate knowledge of specific burn injury management considerations. |  |
| CTE EMT.12.6.12 Consider age-related variations in pediatric and geriatric patients with regard to soft tissue trauma. |  |

### Performance Standard EMT.12.7 Head, Facial, Neck, and Spine Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.7.1 Understand, describe, and demonstrate knowledge of the incidence of injuries to the head, face, neck, and spine. |  |
| CTE EMT.12.7.2 Understand, describe, and demonstrate knowledge of the anatomy and physiology of the head, face, neck, and spine. |  |
| CTE EMT.12.7.3 Understand, describe, and demonstrate general patient assessment with regard to head, facial, neck, and spine trauma. |  |
| CTE EMT.12.7.4 Understand, describe, and demonstrate knowledge of specific injuries to the head, face, neck, and spine. |  |
| CTE EMT.12.7.5 Consider age-related variations in pediatric and geriatric patients with regard to head, facial, neck, and spine trauma. |  |

### Performance Standard EMT.12.8 Nervous System Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.8.1 Understand, describe, and demonstrate knowledge of the incidence of injuries to the nervous system. |  |
| CTE EMT.12.8.2 Understand, describe, and demonstrate knowledge of anatomy and physiology of the brain and spine. |  |
| CTE EMT.12.8.3 Understand, describe, and demonstrate general assessment considerations for brain trauma patients. |  |
| CTE EMT.12.8.4 Understand, describe, and demonstrate knowledge of spinal cord injuries. |  |
| CTE EMT.12.8.5 Consider age-related variations in pediatric and geriatric patients with regard to nervous system trauma. |  |

### Performance Standard EMT.12.9 Special Considerations in Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.9.1 Understand, describe, and demonstrate knowledge of trauma in pregnancy. |  |
| CTE EMT.12.9.2 Understand, describe, and demonstrate knowledge of trauma in the pediatric patient. |  |
| CTE EMT.12.9.3 Understand, describe, and demonstrate knowledge of trauma in the elderly patient. |  |
| CTE EMT.12.9.4 Understand, describe, and demonstrate knowledge of trauma in the cognitively impaired patient. |  |

### Performance Standard EMT.12.10 Environmental Emergencies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.10.1 Understand, describe, and demonstrate knowledge of submersion incidents. |  |
| CTE EMT.12.10.2 Understand, describe, and demonstrate knowledge of temperature-related illness. |  |
| CTE EMT.12.10.3 Understand, describe, and demonstrate knowledge of bites and envenomations. |  |
| CTE EMT.12.10.4 Understand, describe, and demonstrate knowledge of diving emergencies. |  |
| CTE EMT.12.10.5 Understand, describe, and demonstrate knowledge of electrical emergencies. |  |
| CTE EMT.12.10.6 Understand, describe, and demonstrate knowledge of radiation emergencies. |  |
| CTE EMT.12.10.7 Consider age-related variations in pediatric and geriatric patients related to environmental emergencies. |  |

### Performance Standard EMT.12.11 Multi-System Trauma

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.12.11.1 Understand, describe, and demonstrate knowledge of kinematics of trauma. |  |
| CTE EMT.12.11.2 Understand, describe, and demonstrate knowledge of multi-system trauma. |  |
| CTE EMT.12.11.3 Understand, describe, and demonstrate knowledge of specific injuries related to multi-system trauma. |  |

## Standard EMT.13.0: Special Patient Populations

### Performance Standard EMT.13.1 Obstetrics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.13.1.1 Understand, describe, and demonstrate knowledge of terms for special patient populations. |  |
| CTE EMT.13.1.2 Understand, describe, and demonstrate knowledge of physiology related to obstetrics. |  |
| CTE EMT.13.1.3 Understand, describe, and demonstrate knowledge of the general system physiology, assessment, and management related to obstetrics. |  |
| CTE EMT.13.1.4 Understand, describe, and demonstrate knowledge of vaginal bleeding in the pregnant patient. |  |
| CTE EMT.13.1.5 Understand, describe, and demonstrate knowledge of physical examination. |  |
| CTE EMT.13.1.6 Understand, describe, and demonstrate knowledge of steps for normal delivery. |  |
| CTE EMT.13.1.7 Understand, describe, and demonstrate knowledge of complications of pregnancy. |  |
| CTE EMT.13.1.8 Understand, describe, and demonstrate knowledge of high-risk pregnancy: pathophysiology, assessment, complications, and management. |  |
| CTE EMT.13.1.9 Understand, describe, and demonstrate knowledge of complications of labor: pathophysiology, assessment, complications, and management. |  |
| CTE EMT.13.1.10 Understand, describe, and demonstrate knowledge of complications of delivery: pathophysiology, assessment, complications, and management. |  |
| CTE EMT.13.1.11 Understand, describe, and demonstrate knowledge of postpartum complications: pathophysiology, assessment, complications, and management. |  |
| CTE EMT.13.1.12 Understand, describe, and demonstrate knowledge of care for the mother. |  |

### Performance Standard EMT.13.2 Neonatal Care

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.13.2.1 Understand, describe, and demonstrate knowledge of initial care of the neonate. |  |

### Performance Standard EMT.13.3 Pediatrics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.13.3.1 Understand, describe, and demonstrate knowledge of pediatric anatomy and physiology. |  |
| CTE EMT.13.3.2 Understand, describe, and demonstrate knowledge of general considerations in pediatrics. |  |
| CTE EMT.13.3.3 Understand, describe, and demonstrate knowledge of assessment with regard to pediatric patients. |  |
| CTE EMT.13.3.4 Understand, describe, and demonstrate knowledge of pediatric airway compared to an adult’s. |  |
| CTE EMT.13.3.5 Understand, describe, and demonstrate knowledge of pediatric chest and lungs compared to an adult’s. |  |
| CTE EMT.13.3.6 Understand, describe, and demonstrate knowledge of pediatric abdominal differences. |  |
| CTE EMT.13.3.7 Understand, describe, and demonstrate knowledge of pediatric extremities compared to an adult’s. |  |
| CTE EMT.13.3.8 Understand, describe, and demonstrate knowledge of pediatric integumentary differences. |  |
| CTE EMT.13.3.9 Understand, describe, and demonstrate knowledge of pediatric respiratory system compared to an adult’s. |  |
| CTE EMT.13.3.10 Understand, describe, and demonstrate knowledge of pediatric respiratory distress/failure/arrest. |  |
| CTE EMT.13.3.11 Understand, describe, and demonstrate knowledge of the pediatric nervous system and spinal column compared to an adult’s. |  |
| CTE EMT.13.3.12 Understand, describe, and demonstrate knowledge of pediatric metabolic differences compared to an adult’s. |  |
| CTE EMT.13.3.13 Understand, describe, and demonstrate knowledge of pediatric growth and development. |  |
| CTE EMT.13.3.14 Understand, describe, and demonstrate knowledge of pediatric seizures. |  |
| CTE EMT.13.3.15 Understand, describe, and demonstrate knowledge of pediatric assessment and management. |  |

### Performance Standard EMT.13.4 Geriatrics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.13.4.1 Understand, describe, and demonstrate knowledge of age-associated changes. |  |
| CTE EMT.13.4.2 Understand, describe, and demonstrate knowledge of assessment and care implications in geriatric patients. |  |
| CTE EMT.13.4.3 Understand, describe, and demonstrate knowledge of cardiovascular system anatomical and physiological age-associated changes and pathophysiology. |  |
| CTE EMT.13.4.4 Understand, describe, and demonstrate knowledge of respiratory system anatomical and physiological age-associated changes and pathophysiology. |  |
| CTE EMT.13.4.5 Understand, describe, and demonstrate knowledge of neurovascular system anatomical and physiological age-associated changes and pathophysiology. |  |
| CTE EMT.13.4.6 Understand, describe, and demonstrate knowledge of gastrointestinal system anatomical and physiological age-associated changes and pathophysiology. |  |
| CTE EMT.13.4.7 Understand, describe, and demonstrate knowledge of genitourinary system anatomical and physiological age-associated changes and pathophysiology. |  |
| CTE EMT.13.4.8 Understand, describe, and demonstrate knowledge of endocrine system anatomical and physiological age-associated changes and pathophysiology. |  |
| CTE EMT.13.4.9 Understand, describe, and demonstrate knowledge of musculoskeletal system anatomical and physiological age-associated changes and pathophysiology. |  |
| CTE EMT.13.4.10 Understand, describe, and demonstrate knowledge of age-associated toxicological emergencies. |  |
| CTE EMT.13.4.11 Understand, describe, and demonstrate knowledge of age-associated sensory changes in the elderly |  |

### Performance Standard EMT.13.5 Patients with Special Challenges

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.13.5.1 Understand, describe, and demonstrate knowledge of recognizing, reporting, and managing abuse and neglect. |  |
| CTE EMT.13.5.2 Understand, describe, and demonstrate knowledge of homelessness/poverty. |  |
| CTE EMT.13.5.3 Understand, describe, and demonstrate knowledge of bariatric patients. |  |
| CTE EMT.13.5.4 Understand, describe, and demonstrate knowledge of technology assisted/dependent. |  |
| CTE EMT.13.5.5 Understand, describe, and demonstrate knowledge of hospice care and terminally ill. |  |
| CTE EMT.13.5.6 Understand, describe, and demonstrate knowledge of tracheostomy care. |  |
| CTE EMT.13.5.7 Understand, describe, and demonstrate knowledge of sensory deficits. |  |
| CTE EMT.13.5.8 Understand, describe, and demonstrate knowledge of home care. |  |
| CTE EMT.13.5.9 Understand, describe, and demonstrate knowledge of patients with developmental disability. |  |

## Standard EMT.14.0: EMS Operations

### Performance Standard EMT.14.1 Principles of Safely Operating a Ground Ambulance

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.14.1.1 Understand, describe, and demonstrate knowledge of risks and responsibilities of emergency response. |  |

### Performance Standard EMT.14.2 Incident Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.14.2.1 Understand, describe, and demonstrate knowledge working within the incident management system. |  |
| CTE EMT.14.2.2 Complete the Incident Command System 100 (ICS 100) certification course. |  |
| CTE EMT.14.2.3 Complete the National Incident Management System 700 (NIMS 700) certification course. |  |

### Performance Standard EMT.14.3 Multiple Casualty Incidents (MCI)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.14.3.1 Understand, describe, and demonstrate knowledge of MCIs. |  |
| CTE EMT.14.3.2 Understand, describe, and demonstrate knowledge of triage. |  |
| CTE EMT.14.3.3 Understand, describe, and demonstrate knowledge of resource management related to MCIs. |  |

### Performance Standard EMT.14.4 Air Medical

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.14.4.1 Understand, describe, and demonstrate knowledge of safe air medical operations. |  |
| CTE EMT.14.4.2 Understand, describe, and demonstrate knowledge of utilizing air medical response. |  |
| CTE EMT.14.4.3 Complete the Landing Zone Officer (LZO) certification course. |  |

### Performance Standard EMT.14.5 Vehicle Extrication

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.14.5.1 Understand, describe, and demonstrate knowledge of safe vehicle extrication. |  |
| CTE EMT.14.5.2 Understand, describe, and demonstrate knowledge of use of simple hand tools. |  |
| CTE EMT.14.5.3 Understand, describe, and demonstrate knowledge of special considerations for patient care. |  |
| CTE EMT.14.5.4 Complete the Extrication Awareness (EA) certification course. |  |

### Performance Standard EMT.14.6 Hazardous Materials Awareness

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.14.6.1 Understand, describe, and demonstrate knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. |  |
| CTE EMT.14.6.2 Complete the hazardous materials awareness certification course. |  |

### Performance Standard EMT.14.7 Mass Casualty Incidents Due To Terrorism and Disaster

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.14.7.1 Understand, describe, and demonstrate knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster. |  |

## Standard EMT.15.0: Clinical Behaviors/Judgement

### Performance Standard EMT.15.1 Assessment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.1.1 Demonstrate a simple assessment to identify life threats. |  |
| CTE EMT.15.1.2 Identify injuries requiring immobilization and conditions requiring treatment within the emergency medical technicians (EMTs) scope of practice. |  |
| CTE EMT.15.1.3 Perform a basic history and physical examination to identify acute complaints and monitor changes. |  |
| CTE EMT.15.1.4 Identify the actual and potential complaints of emergency patients. |  |

### Performance Standard EMT.15.2 Therapeutic Communication and Cultural Competency

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.2.1 Understand and communicate to obtain and clearly transmit information with an awareness of cultural differences. |  |
| CTE EMT.15.2.2 Understand and demonstrate communication in a culturally sensitive manner. |  |

### Performance Standard EMT.15.3 Psychomotor Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.3.1 Demonstrate basic airway maneuvers. |  |
| CTE EMT.15.3.2 Insert oropharyngeal airway |  |
| CTE EMT.15.3.3 Insert nasopharyngeal airway. |  |
| CTE EMT.15.3.4 Demonstrate Sellick’s maneuver. |  |
| CTE EMT.15.3.5 Demonstrate positive pressure ventilation devices. |  |
| CTE EMT.15.3.6 Demonstrate suction of the upper airway. |  |
| CTE EMT.15.3.7 Demonstrate appropriate supplemental oxygen therapy. |  |
| CTE EMT.15.3.8 Demonstrate taking a manual blood pressure and using an automatic blood pressure machine. |  |
| CTE EMT.15.3.9 Demonstrate the use of pulse oximetry. |  |
| CTE EMT.15.3.10 Demonstrate the use of unit dose autoinjector. |  |
| CTE EMT.15.3.11 Demonstrate assisting patients in taking their own prescribed medications. |  |
| CTE EMT.15.3.12 Demonstrate administration of OTC medications with medical oversight. |  |
| CTE EMT.15.3.13 Demonstrate medical/cardiac care. |  |
| CTE EMT.15.3.14 Demonstrate manual and mechanical CPR. |  |
| CTE EMT.15.3.15 Demonstrate proper use of AED. |  |
| CTE EMT.15.3.16 Demonstrate assistance of a normal and complicated delivery. |  |
| CTE EMT.15.3.17 Demonstrate trauma care. |  |
| CTE EMT.15.3.18 Demonstrate manual stabilization and spinal immobilization. |  |
| CTE EMT.15.3.19 Demonstrate bleeding control. |  |
| CTE EMT.15.3.20 Demonstrate emergency moves. |  |
| CTE EMT.15.3.21 Demonstrate eye irrigation. |  |
| CTE EMT.15.3.22 Demonstrate the proper use of a long spine board. |  |
| CTE EMT.15.3.23 Demonstrate rapid extrication. |  |
| CTE EMT.15.3.24 Demonstrate appropriate splinting. |  |
| CTE EMT.15.3.25 Demonstrate mechanical patient restraint. |  |
| CTE EMT.15.3.26 Demonstrate the proper use of a tourniquet. |  |

### Performance Standard EMT.15.4 Professionalism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.4.1 Demonstrate professional dress and appearance in the workplace. |  |
| CTE EMT.15.4.2 Demonstrate appropriate communication. |  |
| CTE EMT.15.4.3 Describe the basic traits that make up professionalism. |  |

### Performance Standard EMT.15.5 Decision Making

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.5.1 Initiate simple interventions based on assessment findings. |  |
| CTE EMT.15.5.2 Initiate basic interventions intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care. |  |

### Performance Standard EMT.15.6 Record Keeping

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.6.1 Record simple assessment findings and interventions. |  |
| CTE EMT.15.6.2 Report and document assessment data and interventions. |  |

### Performance Standard EMT.15.7 Patient Complaints

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.7.1 Perform a patient assessment; provide pre-hospital emergency care, and transportation for patient complaints. |  |

### Performance Standard EMT.15.8 Scene Leadership

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.8.1 Describe scene management until care is transferred to an EMS team member licensed at a higher level. |  |
| CTE EMT.15.8.2 Describe team member roles on an emergency call with more experienced personnel in a lead role. |  |
| CTE EMT.15.8.3 Serve as a team leader after additional training and/or experience. |  |

### Performance Standard EMT.15.9 Scene Safety

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.15.9.1 Ensure the safety of the rescuer and others during an emergency. |  |

## Standard EMT.16.0: Educational Infrastructure

### Performance Standard EMT.16.1 Hospital/Clinical Experience

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.16.1.1 Observe Emergency Department (ED) operations for a period of time sufficient to gain an appreciation for the continuum of care. Perform ten patient assessments in an ED, ambulance, clinic, nursing home, doctor’s office, etc. or on standardized patients if clinical settings are not available. |  |

### Performance Standard EMT.16.2 Field Experience

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EMT.16.2.1 Participate in and document patient contacts in a field experience approved by the medical director and program director. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho HPPS Emergency Medical Technician Program Standards](https://cte.idaho.gov/wp-content/uploads/2017/02/Emergency_Medical_Technician_Program_Standards.pdf) [↑](#footnote-ref-1)